

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
DEPARTMENT OF HIGHER EDUCATION

RAJYA SABHA
STARRED QUESTION NO. 194
ANSWERED ON-05/08/2026

Implementation of the National Credit Framework

194 # Shri Tejveer Singh:

Will the Minister of *Education* be pleased to state:

- (a) the number of schools, higher education institutions and universities integrated under the National Credit Framework (NCrF) and Academic Bank of Credits (ABC) so far and the State-wise details thereof;
- (b) the number of students who have obtained training and employment opportunities in industries under the Apprenticeship-Embedded Degree programs; and
- (c) the current status of implementing the multiple entry and multiple exit system in universities across the country?

ANSWER

MINISTER OF EDUCATION
(SHRI PRALHAD JOSHI)

(a) to (c): A Statement is laid on the table of the House.

STATEMENT REFERRED TO IN REPLY TO PARTS (A) TO (C) IN RESPECT OF RAJYA SABHA STARRED QUESTION NO. 194 ANSWERED ON 05.08.2026 REGARDING “IMPLEMENTATION OF THE NATIONAL CREDIT FRAMEWORK” ASKED BY SHRI TEJVEER SINGH, HON’BLE MEMBER OF PARLIAMENT

(a) The Government of India has approved the National Education Policy (NEP) 2020 with an aim to provide flexible and student-centric education. It promotes integration of skill and envisages multiple entry and exit points.

In alignment with the objectives of NEP 2020, the Government has approved National Credit Framework (NCrF) as a unified credit accumulation & transfer framework for both skill and general education, from school education to higher education, encompassing three main components such as credits earned from academic grade, skill programme and relevant experience.

As Education is in the concurrent list of the Constitution of India, Central Board of Secondary Education (CBSE), has developed an SOP for a pilot study for operationalization of NCrF for creditisation of both scholastic and non-scholastic activities for Classes VI–XII. The SOP has been circulated to all State/UT Governments with a request to develop State/UT-specific SOPs using the CBSE SOP as a model. Similarly, the University Grants Commission (UGC) has notified “SOP for Operationalisation of National Credit Framework in Higher Education” as a practical guide for implementation of NCrF. The SOP allows up to 50% of the total credits for a program to be earned from the skill-based courses.

To further facilitate learner mobility, the Academic Bank of Credits (ABC) Scheme has been launched. ABC facilitates formalising credit recognition and accumulation. Under the ABC scheme, a 12-digit unique identifier, Automated Permanent Academic Account Registry (APAAR) ID has been created for seamless interaction amongst the stakeholders of the education ecosystem. As on date, more than 2900 award granting institutions from the higher education ecosystem have been registered on ABC portal. Further, over 4.8 crore APAAR IDs have been created in the higher education ecosystem, with more than 10 crore credit records mapped.

(b) UGC has formulated the “Guidelines for Internship/Research Internship for Under Graduate Students”, with an aim to improve employability, and provide exposure to the world of work. Similarly, All India Council for Technical Education (AICTE) has made internship for all final year students compulsory for Technical Institution in its “Approval Process Handbook 2024-25 to 2026-27”. Further, both UGC and AICTE have also issued “Guidelines for Higher Educational Institutions to Offer Apprenticeship Embedded Degree Programme (AEDP)” to enhance skills required by the industry.

The Ministry of Education implements the National Apprenticeship Training Scheme (NATS) to impart on-the-job training and enhance the employability of graduates, diploma holders and AEDP students. Till date, more than 450 MOUs have been signed with HEIs for supporting AEDP implementation under the NATS scheme.

(c) Further, UGC has notified the “Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions”. The guidelines have enabled possibilities for students to learn at their own pace, while changing the HEI as per their preference, convenience, or necessity. The flexibilities enabled by the “Multiple Entry and Multiple Exit” (MEME) guidelines include freedom to exit in between a programme of study, for any reason, and resume it later or continue the rest of the study in another HEI or leave it altogether with an appropriate qualification. As reported in AISHE 2023-24, more than 5000 HEIs offer Multiple Entry and Exit in Academic Programmes.
